



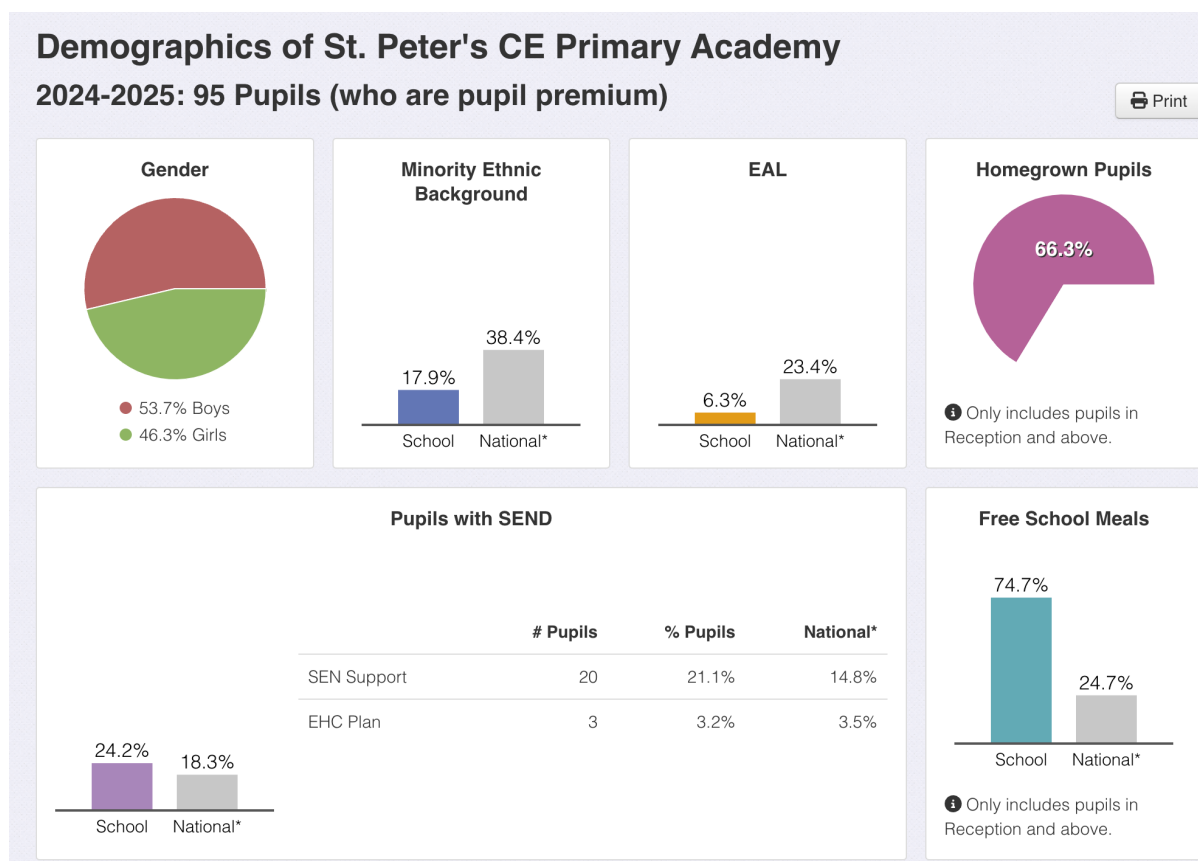
## Pupil Premium Attainment & Progress Report 2024-25

### Demographics:

PP with SEND: 23

Ever6 FSM: 72

Service Premium: 23



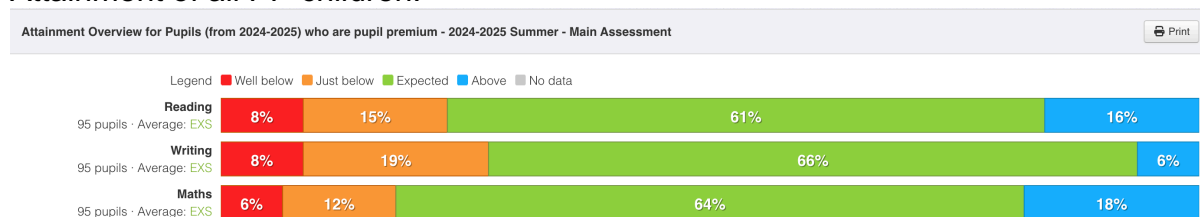
### Executive Summary:

Worthy of note: The below percentages reflect attainment and progress of our Ever6 FSM children.

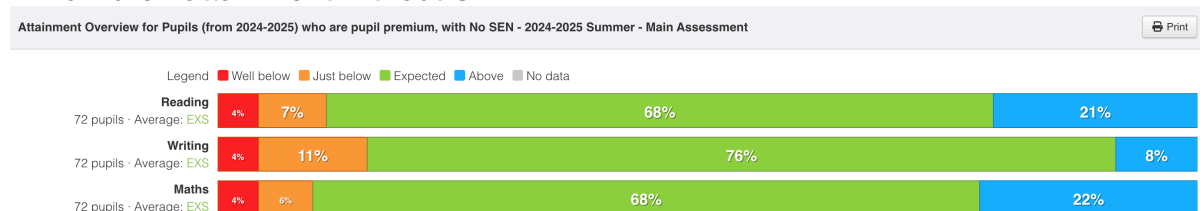
- PP SEND pupils more likely in the “below expected” group, contributing to lower attainment overall.
- Attainment (Combined RWM): St. Peter’s Ever6 FSM cohort outperforms the national PP average, suggesting strong in-school impact and effective use of Pupil Premium funding.
- Greater Depth Attainment: PP greater depth outcomes are notably higher than national averages (e.g. 12% vs 3%), showing success in stretching disadvantaged learners and the impact of our SPAM (Shifting present levels of attainment) schedule.
- PP pupils’ attainment broadly in line with peers at expected standard, but fewer at greater depth.
- PP pupils’ progress is \*\*positive (+0.1 average across subjects), equal to non-PP pupils.

# Attainment Overview

## Attainment of all PP children:



## PP children attainment without SEND:



### Strengths:

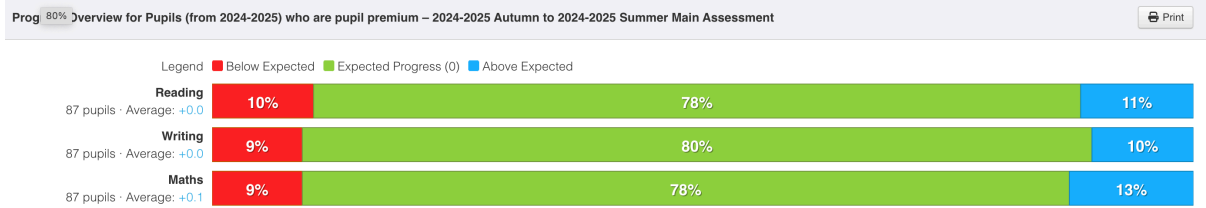
- ✓ PP pupils at expected broadly match non-PP.
- ✓ PP children without SEND demonstrate secure expected attainment with strong combined outcomes.
- ✓ Year on year increase in the percentage of PP pupils achieving at the Greater Depth Standard.
- ✓ Maths is consistently the strongest subject for PP pupils.
- ✓ High percentage of PP children achieving GDS in the Yr. 6 SATS. 42% GDS in Reading, 8% in Writing and 50% in Maths. All PP children without SEND passed the Yr. 6 SATs.
- ✓ 71% of PP children passed the Yr. 1 phonics screening. 100% of PP pupils without SEND passed.

### Area for development:

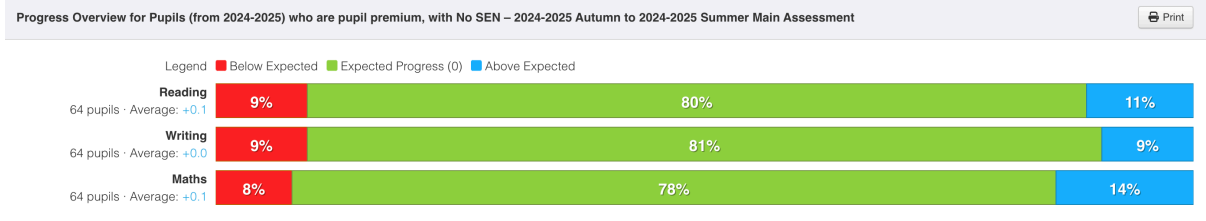
- Fewer PP pupils achieving greater depth, especially in writing and combined RWM.
- PP children with SEND have higher percentages of children working at BLW and WTS.
- Writing: Largest gap in attainment and SEND outcomes. Attainment in Writing increases steadily through KS1 with a sharp increase in children working at the expected standard in KS2. This is perhaps testament to the focus in KS1 on securing foundational skills before extended composition.

## Progress Overview (Autumn to Summer 2024–25)

### Progress of all PP children:



### PP children progress without SEND:



### Strengths:

Reading: Progress broadly in line with non-PP peers.

Writing: Progress average, but lower accelerated progress compared to other subjects.

Maths: Progress matches peers, though small % remain below.

- ✓ Average Progress: +0.1 (same as non-PP) in reading, writing, and maths.
- ✓ PP non-SEND pupils drive most of the “above expected” progress.
- ✓ Maths is consistently the strongest subject for PP pupils.
- ✓ Adapted intervention offer for the academic year 2025/26 to target those children who did not make the expected level of progress.

## Service pupil premium funding

At St. Peter's CE Primary School our focus with service children is to ensure no child is disadvantaged due to the service of their parent. Primarily, the measures we put in place ensure service children have adults that they feel they can approach and talk to that can reassure, help and if necessary, advise. In the case of St. Peter's, we took great pains to ensure that our E-Bluey lead was a service child themselves so that they were better able to predict and pre-empt the potential struggles service children may face.

We use our SPP to contribute towards the following:

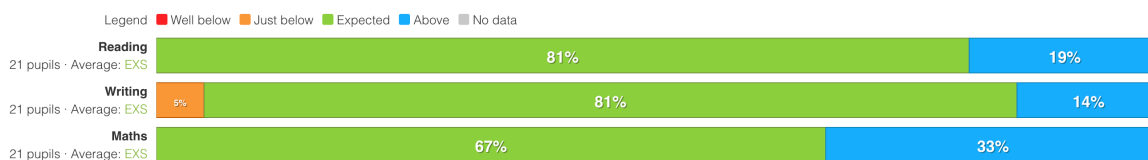
Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p> <p>“Aim- Service children feel recognized and supported by the school.”</p>	<ul style="list-style-type: none"> <li>Intervention strategies and support are put into place to support their learning should the need arise. Additionally, we give additional release time to E-Bluey lead, when necessary, to contact parents when they are actively deployed.</li> <li>Rigorous monitoring of service children's progress comparative to the wider school population to ensure that they learn, develop, and achieve their own expected level of progress. Should they fall behind, timely interventions are put in place alongside quality first teaching. Dedicated time is allocated to our assessment lead on a half termly basis for data analysis and meetings with teachers. The provision of ELSA, a trained Teaching assistant to provide pastoral support and guidance for families.</li> <li>Increased counselling offer in the academic year 2025-26.</li> <li>Funding of computing equipment; E-bluey have two dedicated iPads for their exclusive use.</li> <li>Extra-curricular activities to enable service children to build a sense of kinship.</li> <li>Service premium trips</li> </ul>

### What was the impact of that spending on service pupil premium eligible pupils?

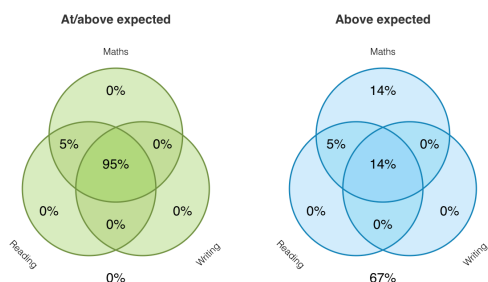
✓ Service Premium outcomes are extremely strong and ahead of their non service premium peers.

Attainment Overview for Pupils (from 2024-2025) who are Service Children - 2024-2025 Summer - Main Assessment

Print



#### Combined attainment



### **Additional activity:**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Enhancing our practice around curriculum design ensuring all subjects demonstrate cohesive and coherent steps in knowledge and skills.
- Utilising Trust- wide CPD and working collaboratively with trust hubs.
- Visiting 'best practice' schools in our local area.
- Continuing to utilise support from our local Mental Health Support Team- in the academic year 2024-25 we used them regularly with plans to utilise their new group offer in 2025-26.
- Offering a wide range of high-quality extracurricular days and events to boost wellbeing, behaviour, attendance, and aspiration. Activities such as the Public Speaking competition, aspiration day and workshops at the local grammar schools. Disadvantaged pupils and their families are supported to participate.